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Fall 2011

Wiki Assignment #6 & 7

Seven (7) Annotated Citations

Vaughn, S., Bryant, D. (2002) Reading Comprehension Interventions That Enhance Outcomes for English Language Learners with Learning Disabilities 1-8. *Special Education Programs*

This report discusses the activities and outcomes of a project that explored the effectiveness of strategies for teaching reading comprehension to English language learners with learning disabilities.

Burns, M., Hodgson, J., Parker, D., Fremont, K., (2011). Comparison of the Effectiveness and Efficiency of Text Previewing and Preteaching Keywords as Small-Group Reading Comprehension Strategies with Middle-School Students, *Literacy Research and Instruction 50,* 241-252.

This study researched the effectiveness of small-group reading comprehension interventions. It compared the effectiveness and efficiency of small-group interventions for struggling eighth grade readers.

Klingner, J., Vaughn, S., Arguelles, M., Hughes, M, Leftwich, S, (2004). Collaborative Strategic Reading: “Real-World” Lessons From Classroom Teachers, *Remedial and Special Education 25*, (5) 291-302.

The authors of this article examined teachers’ yearlong implementation of CSR. Five teachers from five schools participated along with their students. The teachers attended CSR professional development workshop and were provided with ongoing follow-up support. Student in CSR classrooms improved significantly in reading comprehension.

O’Brien, D., Beach, R., Scharber, C., (2007). “Struggling” Middle Schoolers: Engagement and Literate Competence in a Reading Writing Intervention Class, *Reading Psychology 28,* 51-73

The purpose of this ongoing study is to examine “struggling” seventh and eighth-grade students’ literacy practices as they engage in both traditional literacy practice and new practices.

Blanton, W., Wood, K., Taylor, D., (2007). Rethinking Middle School Reading Instruction: A Basic Literacy Activity, *Reading Psychology 28.* 75-95.

The article considers some of the common literacy practices and instructions in middle school such as teacher-directed lecture, recitation and round-robin reading, reading-to-learn, thinking, and transforming information into meaning and understanding. It also looks at how a great deal of these reading instructions fails to meet the needs of most middle school students, and propose a new way of thinking about middle school reading instruction

Manset-Williamson, Nelson, J., (2005) Balanced, Strategic Reading Instruction for Upper-Elementary and Middle School Students with Reading Disabilities: A Comparative Study of Two Approaches. *Learning Disability Quarterly 28* (2) 59-74

In this study, the authors used supplemental balanced and strategic reading interventions that target the decoding, fluency, and reading comprehension of middle school students with reading disabilities. The result was that students made meaningful progress in decoding, fluency and comprehension.

Boyd, M., Rubin, D. (2006). How Contingent Questioning Promotes Extended Students Talk: A Function of Display Questions: *Journal of Literacy Research, 38* (2) 141-169.

The authors of this article focus on way teachers use questions in strategic, targeted ways to engender structurally elaborated student talk. The student participants are elementary English language learners. In the study, research shows that teachers should speak less, ask more authentic questions and cede more control over class discussion to students.